



SPECIMEN

General Certificate of Secondary Education

A702/A712/A722 CA

French/German/Spanish

Speaking

Specimen controlled assessment tasks

Candidate
Forename

Candidate
Surname

Centre
Number

--	--	--	--	--

Candidate
Number

--	--	--	--

INSTRUCTIONS FOR TEACHERS

- Please refer to Section 5 of the GCSE French/German/Spanish specification for instructions on completing controlled assessment tasks.
- The total number of marks for each Task is **30**.
- The total number of marks for this unit is **60**.

This document consists of **3** printed pages and **1** blank page.

EXEMPLAR TASK 1

Give a talk to the class or the teacher about the town/city/village in which you live and be prepared to answer questions on the topic.

Points that could be included:

- Population – how many inhabitants? – are there lots of young people?
- Things to do – facilities for young people? – leisure activities? – what did you do last weekend?
- The advantages/disadvantages of living in your area.
- Any tourist attractions? Have you visited any? What did you think?
- What is the area like for shopping? Did you go shopping last week?
- What you think of the area. Why?
- Would you rather live somewhere else? If you had the choice, where would you rather live? Why?

EXEMPLAR TASK 2

Have a conversation with a friend or the teacher about music.

Be prepared to say the following:

- What types of music you like.
- What you think of other types of music (e.g. classical, jazz, folk etc)
- What music you listen to and why.
- Do you listen to music in French/German/Spanish/other language? What do you think of it? Why?
- When/where you listen to music.
- Have you ever been to a concert? What was it like?
- Do you play an instrument? When did you start to play? / What would you like to be able to play?

Don't forget you can ask questions too.

EXEMPLAR TASK 3

Act out a scene with a friend or the teacher in which you go into a restaurant for a meal. Your friend or the teacher plays the part of the waiter.

Include the following points:

- Where you prefer to sit (e.g. near the window)
- What you would like to drink.
- That you do not drink beer/any other drink and explain why.
- Describe at least two of your favourite dishes and explain why they are your favourites.
- Order one meal and ask if service is included.
- Ask where the toilets are.

You can add other points as well if you wish.

SPECIMEN

Copyright Acknowledgements:

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (OCR) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest opportunity.

OCR is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.

BLANK PAGE

SPECIMEN



OXFORD CAMBRIDGE AND RSA EXAMINATIONS

GCSE

FRENCH/GERMAN/SPANISH

A702/A712/A722 CA

Unit 2: Speaking

Specimen Controlled Assessment Tasks

Specimen Mark Scheme

The maximum mark for each of these tasks is **60**.

SPECIMEN

Task One	Communication	15 marks
	Quality of Language	15 marks
	Total	30 marks
Task Two	Communication	15 marks
	Quality of Language	15 marks
	Total	30 marks
	TOTAL	60 marks

Communication 15 marks

15	The candidate responds fully to all tasks/questions, including open ended ones. Uses relevant information to develop and justify individual ideas and points of view. Produces information spontaneously without being cued.
13/14	Usually gives extra information in response to tasks/questions, including open-ended ones. Routinely expresses opinions and provides justifications. Sometimes develops and explains own ideas. Conveys information confidently without the need for repeated stimulus.
12	Produces enough language to address the tasks/questions competently. Sometimes gives additional detail. Expresses more than straightforward points of view, sometimes with justifications. Often responds with sequences of information.
9/10/11	Tackles the range of set tasks/questions and communicates the essential elements. Readily expresses points of view. Can deal with some unpredictable questions. Only occasional hesitation.
7/8	Performs unevenly in response to the tasks/questions but tries to address most of them. Expresses some opinions. Makes some attempt to deal with unpredictable elements. Hesitant at times.
5/6	Communicates with simple, short pieces of information in response to straightforward tasks/questions. Occasionally gives opinions. Attempts to link straightforward ideas. Hesitation usually in response to unpredictable elements.
3/4	Communicates a few facts or ideas in response to well-practised tasks/questions. Can express simple opinions. Sometimes irrelevant or repetitive. Communicates briefly in response to direct questions. Hesitant delivery.
1/2	Conveys only isolated pieces of information, even in response to very simple tasks/questions. Brief and monosyllabic. Single words in response to questions and delivery is slow and hesitant.
0	Communicates no relevant information

Quality of Language 15 marks

15	Confident and accurate use of a variety of clause types, vocabulary, idioms and structures, including verb structures and tenses. Errors noticeable only in the most ambitious language. Fluent, coherent, consistent, controlled and varied. Pronunciation and intonation extremely accurate for a non-target language speaker.
13/14	Successful with more complex language features, though with some inaccuracy. A range of clause types, with some consistent manipulation of verb structures and tense. Longer sequences of language. Overall, in control of the material. Pronunciation and intonation very accurate for a non-target language speaker.
11/12	A good range of structures and vocabulary and some common idioms, with some consistent use of tenses. Some attempts at varying clause types and conjunctions. Mostly unambiguous. Some object and reflexive pronouns. Pronunciation and intonation mostly accurate with occasional errors.
8/9/10	Uses a range of straightforward structures and vocabulary, which may include different tenses and time frames. Can connect verbs. Attempts to use one or two common idioms. The response is sufficiently accurate for the basis of the message to be clear and reasonably coherent. Pronunciation and intonation generally accurate.
6/7	Some awareness of verbs and time frames, but inconsistent overall. Straightforward vocabulary and structures. Everyday messages are sufficiently accurate to be comprehensible. Pronunciation and intonation generally accurate, but some errors.
4/5	Some awareness of verbs and other simple structures. Limited use of vocabulary. Error does not impede routine communication over a few sentences. Pronunciation and intonation are fair, but inconsistent.
2/3	Only a few phrases or short sentences are accurate enough to be recognisable. Very simple sentence structure. Pronunciation and intonation are very approximate, but intelligible.
1	Disjointed words or short phrases, one or two of them accurate enough to be comprehensible. Pronunciation is heavily influenced by the first language.
0	Nothing coherent or accurate enough to be comprehensible

Assessment Objectives Grid

Question	AO4	Total
1-60	60	60
Totals	60	60

SPECIMEN